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ABSTRACT

"Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs" introduces the concepts of SEL and comprehensive approaches to SEL, describes the value of such programming to the essential academic mission of schools, and suggests how to approach implementing such programming. This packet contains the rating scales CASEL program evaluators used when assessing programs on 10 "best SEL practice" criteria. The scales are presented in the order they appear in the "Program Ratings Table" in the Safe and Sound guide. Each rating criterion includes a rationale for why the criterion is important, definitions of evaluated variables, a description of each level of the scale, and examples of program practices that correspond to each of the levels. (Author)

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PROGRAM REVIEW RATING SCALES: INTRODUCTION & OVERVIEW

Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs introduces the concepts of SEL and comprehensive approaches to SEL, describes the value of such programming to the essential academic mission of schools, and suggests how to approach implementing such programming. The core of *Safe and Sound* is a review of 80 nationally available, multi-year programs for use in the general school classroom that are designed to impart social competence skills, prevent risky behaviors, promote student attachment to school, and promote positive youth development. Our goal is to help educators increase their use of research-based programming to help children become knowledgeable, responsible, healthy and caring.

This packet contains the rating scales CASEL program evaluators used when assessing programs on 10 "best SEL practice" criteria. The scales are presented in order they appear in the "Program Ratings Table" in the *Safe and Sound* guide. For each rating criterion, we include a rationale for why the criterion is important, definitions of evaluated variables, a description of each level of the scale, and examples of program practices that correspond to each of the levels. We hope the information in the packet will serve multiple audiences, including educators who wish to evaluate their own programming efforts using these scales, prevention planners seeking to identify programs for their schools' unique needs, and program developers wishing to improve upon their current products or develop new programs. In addition, for readers of *Safe and Sound* and program developers whose programs are evaluated there, we hope these scales and examples clarify our criteria, and clearly explain how we arrived at a particular rating level for a given program, on each criterion.

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ACADEMIC INTEGRATION STRATEGIES

Social and emotional learning programs can enhance student academic performance and connections to school by fostering bonds between students and their teachers and peers, increasing student engagement, and by giving students the skills they need to effectively participate in the relationship-based learning environment of the classroom. Some programs, however, make a more concerted and direct effort to improve academic achievement, typically by utilizing one or more of the three models described below. Well-designed outcome evaluations of some programs using these approaches indicate each of these methods can produce significant positive gains in academic performance and educational outcomes. Such programs may facilitate the ability of schools to advance their primary academic mission, while simultaneously fulfilling their larger mission to help students become caring, responsible and knowledgeable citizens. For this dimension, CASEL describes, but does not rate, the model or models used by programs to directly promote academic achievement.

"A" Model: Applies SEL to study skills or academic content areas

Programs receiving an "A" designation provide at least one of the following:

- Consistent instruction to students on how to improve their study skills

  Program Example
  The *Efficacy Curriculum* is specifically designed to enhance students' sense of academic selfefficacy and achievement orientation by getting them to recognize the importance of effort over innate intelligence in academic performance. The program also strives to improve students' study, work and academic self-assessment habits, as well as note-taking and research skills, by providing extensive instruction on these topics, as well as tools students can use to improve in these areas.

- Tools or lessons for the application of SEL skills to learning in different academic content areas

  Program Example
  In the *Social Decision-Making and Problem Solving Program,* there are academic application activities suggested at the end of each lesson, and a section on integrating problem solving skills into different academic domains, all carried out in upper elementary grades. There are forms for thinking about his-

torical events, current events and improving creative writing, which have students process academic material using the problem solving approach presented in the program.

- Lessons for students on applying SEL skills to classroom behaviors that enhance learning

Program Example

A program focus of Project Achieve is on "classroom readiness" skills designed to minimize classroom disruptions and enhance students' academic performance. Students learn, among other skills, to ignore distractions in the classroom, follow closely the directions from the teacher, ask for help when stumped on class work, listen attentively during class, and monitor their own success in carrying out academic activities. While no academic content is taught, the classroom skills are utilized throughout the day.

"C" Model: Provides academic content that promotes SEL

Programs receiving an "C" designation include substantive academic content from one or more core academic content areas. The program may be specifically intended for use in a particular content area (e.g., a history or language arts course) or may just include rich academic content from different curricular areas, without intending to be taught in a specific content area.

Program Examples

- *Voices, A Comprehensive Reading, Writing, and Language Arts Program* uses a language arts curiculum that systematically teaches skills such as reading, writing, and spelling, and integrates the teaching of the core social skills into other subject areas through different learning themes (such as a world history theme). The Voices team works with the school district to align the curriculum with the districts standards, and the scope and sequence of the program has been aligned with national and state English Language Arts standards.
- *Facing History and Ourselves* uses events from history, especially those related to the Holocaust, to help students explore various types of social injustice resulting from racism, anti-Semitism, hate, and violence, and to apply critical and creative thinking skills to understanding historical complexities. The materials can be readily integrated into existing social studies or history courses to enhance learning in these areas. In addition, there are a variety of supplemental literature selections and teacher's guides, promoting reading comprehension and literary criticism skills.

"T" Model: Promotes change in teaching strategies

As opposed to the two models above, programs receiving a "T" designation are directed more at teachers than students, while clearly affecting the later. These programs help teachers acquire and use effective proactive classroom management

techniques, or change classroom practices to promote learning (e.g. by utilizing cooperative learning groups, academic choice periods, peer tutoring methods, etc.)

Program Examples

- The *Skills, Opportunities, and Recognition (SOAR)* program is intended to increasing student connection to school, and bonding to peer and teachers within the school. Teachers receive extensive training in developing proactive classroom management strategies in order to minimize time diverted from academic instruction to address disciplinary issues.
- The *Responsive Classroom* program promotes academic achievement through more interconnected and caring learning environments, where students are given academic choice, and learn through guided discovery and cooperative learning. The day begins with morning meetings to help orient students to the day, and includes an academic skill component to help kids begin the day with a feeling of academic mastery.

SOUND SEL INSTRUCTION

CASEL's framework of SEL competencies includes concepts, values, and life skills that promote the ability to be aware of and regulate one's emotions and actions, take the perspective of and demonstrate respect for others, make responsible decisions, establish positive relationships, resolve conflicts, and refuse unwanted and negative behaviors. When applied across multiple life contexts, these competencies contribute to school success, good health, and citizenship.

This rating scale, based on Albert Bandura's Social Learning Theory, measures the degree to which programs provide structure for a progression of instruction that promotes student mastery of SEL competencies. Mastery implies that students are able not only to describe a competency and understand how it relates to their lives, but use it effectively in a variety of situations in their lives. Cognitive understanding of a skill, the ability to appreciate its relevance to one's life, and appropriate use are all part of skill mastery. The numerical ratings or sequential rankings given below describe progressively more effective ways that programs promote skill mastery through increasing knowledge and understanding and providing opportunities for students to practice skills and apply them in their lives. The scale gives a higher score to programs that provide students with **opportunities to practice a skill with teacher feedback during the planned activities of a classroom lesson** than those that only provide information about that skill. The highest score is reserved for programs that provide students with **opportunities to apply the skill in actual situations that they experience.**

Definitions of SEL Instructional Categories

- **Self-Awareness:** Recognizing one's emotions, and identifying and cultivating one's strengths and positive qualities
- **Social Awareness:** Understanding the thoughts and feelings of others, and appreciating the value of human differences
- **Self-Management:** Monitoring and regulating one's emotions, and establishing and working toward the achievement of prosocial goals
- **Relationship Skills:** Establishing and maintaining healthy and rewarding relationships based on cooperation, effective communication techniques, conflict negotiation, and an ability to resist inappropriate social pressure
- **Responsible Decision-Making:** Accurately assessing situations and situational influences; and generating, implementing, and evaluating ethical solutions to problems so as to promote one's own well-being, and the well-being of others

Rating	Description
○	*No or Minimal Coverage* The program either does not explicitly address this SEL competency or does so only sporadically.
◔	*Provision of Information* The program **consistently provides basic information** on at least the core features of this SEL competency and includes asking students to reflect on when they have or might use this competency to personalize its relevance. This may include describing the competency and when it is used; explaining and demonstrating its component parts; asking students to identify examples of the competency; and helping students gain knowledge of the competency using a question-and-answer approach. The objective of instruction at this level is to contribute to skill mastery by increasing students' knowledge about the competency and its relevance to their lives. This is done through repeated exposure within the lessons of a single program year and reinforcement and extension in subsequent years. However, the program does not provide students with structured opportunities to **practice the skill under the guidance of the teacher during the planned activities of a classroom lesson.** Examples: • [Self-Awareness] The topic "feelings" is introduced in one lesson and expanded upon throughout the year by asking students to brainstorm the different feelings that people have, discuss the meaning of specific feelings, and reflect on when they might experience such feelings. • [Relationship Skills] Multiple lessons across multiple grade levels define and describe uses for the different skills included in effective communication (e.g., active listening, verbal communication, expository writing). Students also explore how they have used these skills for different purposes in various situations.
◑	*Guided Skill Practice* In addition to providing students with information about a competency and opportunities to explore its relevance to their lives, the program **consistently provides structured opportunities in the planned activities of classroom lessons for students to practice the skill** while their teacher observes them, offers prompts, and gives them feedback on their performance. The objective of instruction at this level is to further contribute to skill

mastery by providing students with the immediate support and guidance of their teacher as they attempt to use the skill in a practice situation. This is done through repeated classroom activities within the lessons of a single program year and reinforcement and extension in subsequent years. A common method of providing guided skill practice is role plays, which may be based either on scripts provided to students or on scripts that students compose themselves in response to described situations.

However, the program **does not** provide students with opportunities **to apply the skill in their own lives through in-class dialoguing, structured application in the school or larger community, or homework assignments.**

Examples:

- [Responsible Decision Making] Throughout the year students practice problemsolving skills in lesson role plays based on situations they commonly encounter. The teacher provides the information necessary to structure these situations, including scripted dialogue for the various roles, and guides student participation with appropriatefeedback.
- [Self-Management] A unit on emotional regulation and impulse control taught at each grade level provides students with practice in calming themselves using deep breathing and other strategies. The teacher coaches and helps students reflect as they practice these skills.

Personalized Skill Application

In addition to providing students with information about a competency and its relevance to their lives and opportunities to practice it during planned lesson activities, the program consistently provides structured opportunities for students to apply the skill: (a) in their lives outside of class OR (b) in a real-life situations that occur during class but beyond the context of the planned learning activities. The most common example of the former is a homework assignment in which students are expected to use a skill in a situation that occurs in their lives. The most common example of the latter is the use of dialoguing, in which the teacher guides students' application of a skill in a situation that develops spontaneously in the classroom.

The objective of this level of instruction is to further promote skill mastery by building upon students' guided practice experiences and contributing to their ability to use this competency in their lives beyond the planned activities of a lesson. This is done through repeated independent practice opportunities provided in the lessons of a single program year and reinforcement and extension in subsequent years.

Examples:

- [Social Awareness] At the end of a lesson on empathy students are asked to interview a family member about the challenges they face in their job, reflect on how the person's perspective affects his/her way of dealing with these challenges, and describe what it would be like to "walk in this person's shoes." Similar assignments, relevant to perspective-taking and communication, are given at the end of each lesson.
- [Self-Management] Students at every grade level are asked to identify goals they can achieve by the end of the academic year. Throughout the year, they are asked to document and discuss their progress as well as the challenges to and supports for successful goal achievement.
- [Relationship Skills] Program materials coach teachers on how to intervene to help students apply the negotiation skills they have learned in actual disputes that emerge during their sharing of classroom resources such as computers and video equipment.

EVIDENCE OF EFFECTIVENESS

Evaluation is critically important to ensure that programs have desired effects on behavior, and new policies and funding in the past few years have intensified the pressure on schools to use programs that have been evaluated and shown to be effective. For example, in 1998 the U.S. Department of Education Safe and Drug Free School Program published "Principles of Effectiveness" which required school districts receiving Safe and Drug Free schools Funds to use programs that are based on sound research. The 2002 reauthorizing legislation for the Office of Elementary and Secondary Education placed even more emphasis on "evidence-based" practices.

Programs have been evaluated in a variety of ways, and different reviews have used different criteria for assessing the quality of different types of evaluations. Because CASEL was interested, ultimately, in evidence that a program was effective at producing positive outcomes in student behaviors, the CASEL review adopted a fairly rigorous standard for evaluations. Specifically, CASEL used the following inclusion criteria for evaluation studies: (1) the evaluation included pretest and posttest assessments (or randomized group assignment); (2) the evaluation included a control group; (3) the evaluation measured changes in student behaviors associated with social and emotional learning, academic learning, and/or measures of health and risk (e.g., substance use, violence).

The scale below was used to assess the strength of study design and outcomes for evaluations meeting the inclusion criteria. Programs with more than one study finding positive behavioral impacts, and programs with evaluations that included a post-intervention follow-up finding sustained program effects received higher ratings.

Rating	Description
○	***Program Effectiveness Not Empirically Supported*** There were no evaluations submitted to CASEL meeting the inclusion criteria, OR the preponderance of evidence does not show positive program impacts on behavioral measures
◔	***Single Study Documents Positive Behavioral Outcomes at Post-Test***

◑ ***Multiple Studies Document Positive Behavioral Outcomes at Post-Test or a Single Study Documents Positive Behavioral Impaces at a Follow-Up at Least One Year after the Invervention Ended***

● ***Multiple Studies Document Positive Behavioral Outcomes at Post-Test, with at Least One Study Indicating Positive Behavioral Impacts at a Follow-up at Least One Year after the Intervention Ended***

PROFESSIONAL DEVELOPMENT

CASEL's rating of programs' professional development services focuses on the importance of an ongoing commitment to this essential support for effective implementation. The major distinction we make on this factor is between programs that offer implementers initial training only and those that also provide schools with on-site observation and feedback to guide continuous improvement. Readers should be aware that unlike the data provided in this guide on evidence of effectiveness and instruction in SEL competencies, our data on professional development are self-reported by program representatives in response to a survey conducted by CASEL.

Rating	Description
○	*No Professional Development*
◑	*Pre-Implementation Professional Development*
●	*Pre-Implementation Professional Development Plus On-Site Observation and Feedback*

CLASSROOM MONITORING TOOLS

Research indicates that low-levels of implementation fidelity can significantly reduce the likelihood that programs will produce the intended positive behavioral outcomes. By providing teachers with guidelines on how to effectively implement the classroom component of the program, and with tools for monitoring the degree and success of their implementation, programs can assist educators in implementing the program with integrity. This scale assess whether programs provide these guidelines and tools, and identifies whether the feedback teachers receive on the quality of their implementation is based on self-reflection, or feedback from a classroom observer.

Rating	Description
○	***No Implementation Supports*** The program provides schools with no guidelines, tools, or procedures for implementing the program or monitoring the quality of classroom program implementation.
◔	***General Implementation Guidelines or Procedures*** The program provides general guidelines or procedures for implementing or monitoring program implementation in the classroom, but no specific assessment measures (e.g., checklists, teacher self-reports, observational techniques) to systematize this process. Example: There are guidelines for implementing the program successfully in the classroom and creating a supportive learning environment in the introductory materials. These take the form of twenty points a teacher should keep in mind when implementing the program, such as, "take advantage of opportunities to reinforce and discuss social skills throughout the school day in different settings (e.g., playground, library, cafeteria, bus)."
◑	***Self-Monitoring Tools*** The program provides a structured approach (e.g., checklists or a form allowing for written responses to questions and plans for improvement) intended to promote systematic self-reflection by individual teachers regarding their implementation of the program within the classroom and how they might improve it.

Example:
The program provides teachers with a form at the end of each unit on which they are asked to check off the lesson activities they implemented, indicate why they did not get to other lesson activities, document what seemed to work well and what might be improved in the future, and how they might make improvements.

Tools for Others to Use in Observing Classroom Implementation

The program provides data collection forms and procedures for use in monitoring classroom implementation by someone other than the teacher implementing the lesson (e.g., school principal, program consultant, district prevention coordinator) .These tools allow for feedback and discussion with the teacher on such things as how well prepared s/he seemed to be, the degree to which students were engaged in lessons and program activities, and plans to improve the quality of program delivery.

Example:
The program includes lesson observation forms to be completed by other teachers or school administrators to a) monitor the number and types of learning activities used by a teacher who is implementing the program and b) serve as a tool to provide feedback to teachers on the quality of implementation of program lessons.

STUDENT ASSESSMENT MEASURES

Student assessment measures are used to measure the degree to which students have achieved intended learning outcomes and to enable teachers to provide them with feedback to improve their future performance. When used consistently, such tools can improve learning, increase motivation, and enhance teaching. Research suggests that well-designed performance-based assessments, which require students to construct responses to questions or to create products or projects demonstrating skill and conceptual understanding, are more meaningful and support more informative feedback to students than traditional objective tests that only require students to select from a list of prescribed answers. Performance-based assessments are particularly useful for evaluating skill learning and mastery, which are difficult to measure with validity using traditional tests. This scale measures the degree to which programs consistently provide teachers with well-designed, formal tools that are designated for evaluating the learning of individual students. The higher ratings in this scale are for programs that support on-going as opposed to infrequent student assessment and those that emphasize performance-based tools as opposed pencil-and-paper tests.

Rating	Description
○	***No Tools for Student Assessment*** The program does not provide teachers with tools to formally assess student learning on an individual basis. (Although lessons may have role plays or other activities that teachers can use to generally assess overall class understanding and skill level, there are no tools to evaluate and provide feedback to individual students, nor guidelines or instructions for doing so).
◔	***Infrequent Student Assessment*** The program provides tools that allow teachers to assess student learning only once at the end of the school year OR sporadically at best. This approach is not designed to give students the benefits of regular teacher, peer, or self-reflective feedback on their performance and how to improve it. Examples: • Students are given a final exam at the end of each program year to assess knowledge about the concepts and skills taught throughout the year.

- A few times during the school year, students are graded on in-class activities in which they have to demonstrate how they would apply a specific social skill to a scenario described in their work books.

On-Going Test-Based Assessment

While the program may occasionally provide performance-based assessments, evaluation of student learning occurs predominately through tests in which students select among responses or construct short answers to questions. While this approach provides students with a frequent measure of their learning, such assessments do not indicate how well students can creatively apply the skills to a different project, or use them in real-life contexts.

Examples:

Students are given multiple choice tests at the end of each program unit to assess their knowledge of the concepts and skills taught within the different units, including the effects of various drugs on the body, factors that influence drug use, and methods for refusing drug use.

On-Going Performance-Based Assessment

The program provides tools to assess student use and application of presented skills on an on-going basis. By observing student demonstrations or evaluating projects, products, and/or portfolios, teachers are able not only to assess students' level of skill mastery but to provide them with specific and timely feedback on ways they can improve their performance.

Examples:

- Ongoing assessment of skill development. The tool provided for assessment is an observation checklist for students to critique each other as they take turns in the role-plays.
- Assessment is predominantly performance based in this program. Every lesson has an evaluation and feedback section, where teachers have several students perform the skill, and provide feedback. There are criteria for evaluating student performance in each of these sections of the lesson. There are also performance (open answer construction) worksheets for evaluation, and quizzes at the middle school level.
- Students periodically share with their classes the results of their semester-long research projects on the effects of drug and alcohol use in the community. Teachers are provided with benchmarks for assessing student progress in the completion of such long-term projects.

SCHOOL-WIDE COORDINATION

When the teaching of social and emotional competencies is supported outside the classroom, there is greater likelihood of skill mastery, generalization, and maintenance. The entire school community can play a role in extending and reinforcing student learning beyond the classroom through instructing students, providing complementary services, modeling healthy behaviors, capitalizing on opportunities to reinforce positive student behavior, and/or impacting school policy and climate. Programs should provide structure to facilitate school-wide coordination. Minimally, this would include explicit instructions on how individual teachers could encourage students to apply the skills they have learned in school situations outside of class. More extensive efforts at school-wide coordination would support the involvement of at least several classes in initiatives that provide opportunities for students to apply their skills across classrooms. Systemic coordination that is truly school-wide involves the specification of roles for non-teaching personnel as well as teachers in reinforcing classroom lessons and providing ways to acknowledge student skill mastery. This scale measures the extent and quality of the structures provided to support school-wide coordination efforts.

Rating	Description
○	***Minimal School-wide Coordination*** The program does not provide explicit structure or guidance to promote the extension and reinforcement of program instruction beyond the classroom within the school context. The program may provide suggestions in this area that by themselves are insufficient to support implementation.
◔	***Classroom Outreach*** The program provides instructions on how individual teachers might encourage students to use and apply the skills taught in class in school situations beyond the classroom. However, it **does not** provide a structure that would promote **coordinating program implementation among classrooms** in a school. Examples: • Lesson plans give specific guidance to teachers on how to coach students to use SEL skills in the school cafeteria, playground, or halls. • Lesson plans suggest projects such as posters intended for display on school bulletin boards or essays intended for publication in the school

newspaper that extend skill application beyond the classroom.

◑ ***Classroom Coordination***

The program provides structures that encourage teachers from various classrooms and grade levels work together to provide opportunities to extend and reinforce the application of student skills school-wide.

Examples:

- The program provides teachers with guidelines for establishing a buddies program in which older and younger students from different classes are paired to enhance their school performance and build connections to one another
- The program provides g materials for use in collegial study or problem-solving groups to help teachers from various classes and grade levels achieve instructional consistency in their teaching of programs lessons.
- The program includes systematic, ongoing instruction for each grade of the school level for which it is intended (i.e., for grades K-5 or K-6 for elementary school programs; grades 6-8 or 7-8 for middle school programs; and for grades 9-12 for high school programs. Programs that cover all grade levels must have lessons for K-6 and then at least one group of lessons each for the middle and high school years).

● ***Systemic Coordination***

The program fosters systemic efforts to reinforce skill application throughout the school by providing explicit guidance on how non-teaching personnel (administrators, physical and mental health staff, and support staff) as well as teachers can use program materials in the contexts of their respective roles to reinforce messages taught in the classroom and provide students with opportunities for skill application outside the classroom.

Examples:

- The program suggests that all school personnel take the provided orientation. In addition, it provides a special training module for administrators and program coordinators that covers program implementation and what steps they can take to promote a positive school climate that supports student application of learned skills.
- A Responsible School Climate Committee is established, with broad representation, and the following responsibilities: meeting once a month to plan and coordinate activities, conducting a 20-minute in-service segment at monthly faculty meetings, introducing new themes, sustaining monthly activities, eliciting feedback from staff, and evaluating the program.

SCHOOL-FAMILY PARTNERSHIPS

When the social and emotional competencies taught at school are supported outside the classroom, it is more likely that children will achieve genuine skill mastery and be able to generalize and maintain these skills across various contexts. Because the family is generally recognized as the most important context in which young people develop, any instruction that takes place at school must be supported and reinforced within the family in order to be truly effective. Genuine school-family partnerships involve the promotion of two-way communication between teacher and family and the participation of family members in students' education both at home and in school. In accordance with National Educational Goal 8, programs should provide structures to facilitate the development of partnerships between schools and families that contribute to children's social, emotional, and academic growth. These structures range from sporadic efforts by schools to communicate with or involve families to the consistent use of one or more such strategies and finally to comprehensive, well-structured efforts to partner with families. This scale measures the extent and quality of program efforts to make family involvement an integral part of program delivery.

Rating	Description
○	***No Structured Family Involvement*** The program does not provide structure of any kind to promote communication between teachers and families or family participation in program delivery. It may, however, include indirect efforts to impact the family (e.g., students practice how to resolve family conflicts in the classroom) or suggestions for promoting school-family partnerships that by themselves are insufficient to support implementation.
◔	***Sporadic Family Involvement*** The program provides structure for a few contacts with family members that appear sporadically throughout the program. Examples: • There are a few letters sent home explaining the program to parents • A few lessons instruct teachers to send program-related activities home with students to work on with one or more family members.

Consistent School-to-Family Communication

The program promotes communication between teachers and families and family involvement in program delivery by either: (a) providing teachers with a single, welldesigned strategy that is used consistently throughout program delivery OR (b) providing teachers with multiple strategies that are used consistently throughout program delivery but may require greater structure for effective implementation.

The lack of adequate structure to support the consistent use of multiple strategies indicates that involving parents in their children's education is not as well developed as it might be.

Examples:

- Every lesson ends with a family connection activity that involves getting students to talk to or conduct an activity with one or more family members regarding lesson content.
- Each program unit contains an informational letter to be sent home to parents describing the unit's content, and ways for parents to promote relevant skills and attitudes, and multiple homework assignments that involve various family members.

Collaborative School-Family Partnership

The program makes communication with and participation of the family an integral part of program delivery by providing the comprehensive structure needed to support the consistent use of multiple well-designed strategies to engage parents as partners in their children's education. This structure may involve a separate program component devoted to promoting school-family partnerships.

Examples:

- The program provides a manual that explains why and how a series of parent meetings or workshops should be conducted that parallels the program instruction provided to students at school in order to increase parents' abilities to extend and reinforce program instruction at home.
- The program begins with a parent meeting and ends with a program-related school event to which families are invited, while throughout the program parents are consistently informed of program content and activities and are consistently invited into the classroom to both participate in and assist with program instruction.

SCHOOL-COMMUNITY PARTNERSHIPS

While children spend a significant part of their days within school, they must be able to apply what they learn at school within the larger community. The community is an important context for skill reinforcement, generalization, and extension. Likewise, community members can play a powerful and positive role in enhancing instruction in school through direct participation and planning. The establishment of genuine school-community partnerships requires information sharing between schools and community groups so that each understands how it can benefit from and contribute to the partnership. It also requires providing opportunities for personal contacts, ongoing relationships, and interactive involvement between students and community representatives, both in the classroom and in community settings. This scale measures the extent and quality of the structure that programs provide to foster the development of such partnerships.

Rating	Description
○	***No Community Involvement*** The program does not provide any structure or guidance to promote student understanding of or participation within the community, or community understanding of or participation in school-based learning. The program may provide suggestions that by themselves are insufficient to support such participation.
◔	***Information Only*** The program consistently informs (a) students in class about opportunities for community participation (e.g., volunteer projects) and/or (b) the community about what children are learning in the program. However, no structure is provided to support personal contacts between students and community representatives either at school or in community settings. Examples: • Classroom teachers are instructed to develop and share with their students a list of community resources that provide services related to issues discussed in class (e.g., relationship counseling, contraceptive services, and STD testing) and/or organizations that would welcome student volunteers. • Classroom teachers are provided with guidelines to write informa-

tional letters about the program to be sent to various community members, leaders, and organizations and/or sample articles to send to local newspapers.

◑ ***School-Community Contact(s)***

The program provides structure for the: (a) occasional participation of students within the community (e.g., assignments that require students to contact a community group to find out what it does or solve a problem or to volunteer time on behalf of a community initiative) and/or (b) occasional participation of community members/organizations within the program at school. This is likely to occur once or randomly throughout the program. However, the program does not demonstrate a clear and consistent commitment to building community connections as an integral part oft its effort to support and reinforce program messages.

Examples:

- Community members and organizational representatives are invited into the school as guest speakers to address a certain topic within the classroom and to lead a school assembly.
- Classroom teachers are instructed to coordinate a couple of day-long volunteer projects for their students, such as painting a day-care center or picking up garbage at a local park.

● ***Collaborative School-Community Partnership(s)***

The program provides structure for the: (a) frequent or ongoing participation of students within the community and/or (b) frequent or ongoing participation of community members/organizations within the program at or outside of school. This can involve the development of an ongoing relationship with one community organization or contacts with a variety of community groups. This rating level indicates a commitment to building community connections as an integral part of efforts to support and reinforce program messages. It may take the form of a separate and distinct program component devoted to community involvement or service learning.

Examples:

- At each level in the scope and sequence chart, students participate in service learning projects that provide them with opportunities to use and reflect on various academic and SEL skills in order to have a positive impact on their communities and to grow as individuals.
- There is a separate community component that provides structure for implementing an on-going speaker series, in which community members come into the school and discuss their careers, and for implementing on-going volunteer opportunities for students to

work in the community. Students also take field trips during the program (e.g., to city hall or a special ed school).

- A community steering committee oversees the implementation and evaluation of the program and coordinates program contributions of materials, financial resources, and personnel from various community agencies.

DOCUMENTED BEHAVIORAL OUTCOMES

SEL competencies mediate positive outcomes across a wide range of behavioral domains important to the healthy development of children and youth, including the promotion of academic achievement, the prevention of drug use and interpersonal violence, overall physical and mental health, and the promotion of healthy sexual development. In our review of the evidence of program effectiveness, we organized the outcomes into these important behavioral domains. If a program evaluation meeting CASEL's research design criteria (use of pre/post measures, comparison group, and measures of behavioral outcomes) documented positive outcomes in any of the areas defined below, it is indicated in the table in the Safe & Sound guide.

Definitions of Documented Behavioral Outcomes

- **Academics (ACAD):** program documented positive outcomes directly related to academic achievement, such as higher grades or scores on standardized tests, increased school attendance, and reduction in disruptive behavior in the classroom
- **Substance Abuse Prevention (SAP):** program documented positive outcomes directly related to substance abuse prevention, such as lower rates of use of tobacco, alcohol, and/or other recreational drugs
- **Violence Prevention (VP):** program documented positive outcomes directly related to the prevention or reduction of behaviors that threaten, attempt, or inflict physical or emotional harm, such as reduction of verbal and/or physical aggression, fighting, and bullying, and/or increased use of conflict resolution skills
- **Healthy Sexual Development (HSD):** program documented positive outcomes directly related to the prevention or reduction of risky sexual behaviors and/or the promotion of safer sex practices, including the delay of initial sexual experiences, increased condom use, and reduction in teenage pregnancies
- **General Health Promotion (GHP):** program documented positive outcomes directly related to the promotion of healthy and safe behaviors, including higher rates of exercise and use of safety equipment (e.g., helmets), and/or positive health indicators (e.g., lower blood pressure)
- **Other Social Behaviors (SOC):** program documented positive outcomes related to the development of general social skills not directly related to the above categories, such as positive communication with family members and reduced psychopathology

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